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Observe American Education Week - November 16-22 ✓

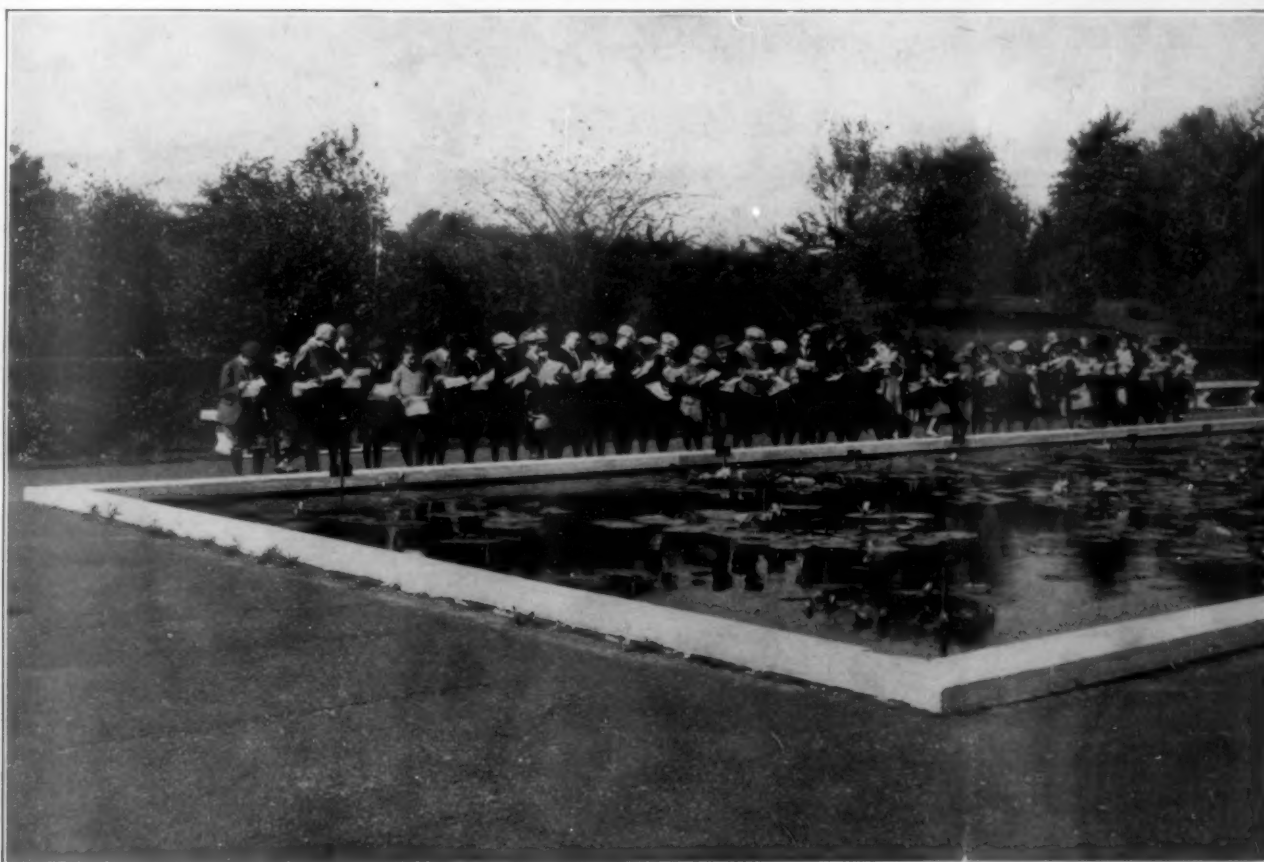
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SCHOOL LIFE

Volume XI
Number 2

October
1925



SCHOOL CHILDREN AT THE LILY POOL IN BROOKLYN BOTANIC GARDEN

Published Monthly [except July and August] by the Department of the Interior
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TO AID in the observance of American Education Week, the Bureau of Education has issued the following publications: (1) "How, Why, and When to Prepare for American Education Week," a pamphlet of 32 pages containing general suggestions for organization, descriptions of successful efforts with mention of attractive devices employed, specific material for each day of the week, references to suitable literature, and hints for lessons and other exercises in the schools. Price, 5 cents per copy; in lots of 100 or more, 3 cents each. (2) "Broadside," containing new articles written for the occasion by distinguished writers, general information, statistics, and quotations useful for newspaper articles and addresses. Price, 5 cents; in lots of 100 or more, 2 cents each. (3) The October number of SCHOOL LIFE is American Education Week number and contains suggestive material for the observance. Price, 5 cents per copy. (4) "School and Teacher Day," a folder with illustrations and detailed information relating especially to this day, but useful as a model for either of the other days. Suggests ways of basing school activities on community problems and local interests. Price, 5 cents per copy; in quantity, \$1 per 100. (5) "The Quest of Youth," a historical pageant for schools, comprising 102 pages. Price, 10 cents per copy; in lots of 100 or more, 6 cents each. Orders for these publications should be sent *as early as practicable* to the Superintendent of Documents, Government Printing Office, Washington, D. C.

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SCHOOL LIFE

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Secretary of the Interior, HUBERT WORK - - - - - Commissioner of Education, JOHN JAMES TIGERT

VOL. XI

WASHINGTON, D. C., OCTOBER, 1925

No. 2

Education is the Discipline of One's Powers by Himself

Neither Institutions, Libraries, nor Laboratories Can Educate Without Determined Effort by the Student. Capacity for Self Direction the Goal of Training. In Education Will must Master Mind; Moods Mean Laziness. College Diploma Shows only Completion of Apprenticeship; Learning Process Continues Through Life.

By WALLACE BUTTRICK
Chairman General Education Board

I. All Education is Self-Education

NO PERSON or institution can educate anybody. Education is a voluntary process. In the very nature of the idea one must educate himself. Schools and colleges are helpful; so with libraries, laboratories, and the association of fellow students. Possibly textbooks are useful. We are greatly helped by wise and knowing teachers. But these facilities are not absolutely necessary to education. Pasteur did his greatest work in a dark room under a stairway. Many of the great producers in research had little formal apparatus, but only such things as they could devise and make for themselves.

It has long been said that a few good books make the scholar. Great collections of books, often of a miscellaneous character, bewilder us. Textbooks create the impression, unconsciously be it said, that when one has learned the contents of the textbook he knows something—as history, or science, or mathematics. Assigned fragments of subjects reported back to teachers in what we call recitations, duly marked and graded, fool us with the notion that they are educative. These are generally but recitations properly so called. The room where the performance takes place is called a recitation room. How foolish it all sounds when we state it plainly!

Dear friends, education is the determined and long-continued effort of a serious-minded person to train his powers of observation, thinking, and reflection through gain in knowledge. A student, rightly so called, is a person who comes to

college to avail himself of assembled opportunities for self-education.

Granting that we must educate ourselves, the next logical step is

II. Capacity for Intelligent Self-Direction

Self-directed intellectual inquiry—that's the thing. We think of such capacity for self-direction as the goal of the training got in the schools. And in a real sense it is, for the time comes when we must launch out on life's ocean and steer our own ships.

But capacity for self-directed inquiry should be gained very early in life. I have read several times a remarkable book, "Sanderson of Oundle." He was for 30 years head master of Oundle School, about 30 miles from Petersborough, England. Every teacher should read this book. The story of how he taught physics to young boys is not less than thrilling. He did not make them learn some law of physics contained in the textbook and then have them set up some apparatus to demonstrate the truth of the things they had learned by rote. He rather adopted the method of research and with painstaking care and utmost patience led them to discover laws of physics and then formulate these laws for themselves. And they did it! When once they discovered one physical law their enthusiasm for more physical laws was unlimited. As the research man says, they had found a lead. They had gained that priceless bit of knowledge—law is discovered, not made. Future study would convince them that this is true of all laws whether in nature or in society. They had made the

great first step in self-education, and thenceforth, while they sought counsel from masters and tutors, they steered their own ships; they stood on the bridge.

A fault with education in America is too much teaching; too much prescribing of what shall be learned and how it shall be learned. Freedom is what is needed in education. Start a boy right in any subject; better, help a boy start himself right in any subject, and then say to him, "Come to me when you are in trouble and we will talk it over that we may help each other, but son, if you are going to be an educated man, you must have large liberty in directing yourself."

III. Trained Capacity for Sustained Attention

We need to get the mastery of our brains and of our minds so that they become working instruments which we control. In education will must master mind. For example, your first attempts at penmanship were slow and painful and wearisome to body and mind, but after a while you wrote without conscious effort. A mechanic is a clumsy fellow when he begins his apprenticeship, but before long his fingers become supple and deft and serve his will without his thinking. Reading and the reading habit tax one's purpose mightily, but soon the printed page is taken in at a glance, and the reading habit, once formed, is a joy forever.

These are simple facts of common experience which point a long moral.

Many people who are supposed to have trained intelligence are the slaves of moods. They can only do serious, intellectual work when they "feel like it."

Now I have noticed in the observations of a long life that the men and women who succeed in law, in medicine, in business, in preaching, in teaching, in authorship, in research (and they are so few), are the men and the women who make their minds serve their wills. This capacity for sustained attention did not abate in Stevenson or Bryant, although they were invalids for many years; it did not abate in Pasteur when through paralysis he lost the use of one side of his body; nor in Milton when he became blind; nor does it abate in Doctor Eliot at 91. What we call moods, alleged inability to work because of humidity without or dyspepsia within, when reduced to simplest terms is only laziness. If you would be numbered among the educated, you must be able to say to your minds, "Come now, let us work. Mind, I am your master; go to work."

IV. Education is Never Finished; It is as Long as Life

There is no such thing as a completed course of education. "Commencement" is an unfortunate word, for it has lost its meaning. It has come to mean the job is done, I have my diploma; I am an educated man. Would it not be fine if we could substitute that great Saxon word "Beginning?" I hail the college that dares do it. When one gets a diploma certifying that he has completed certain prescribed things called education he really has only served an apprenticeship. I know that is a trite saying, but it is full of meaning if you will reflect a little.

You have learned a little chemistry, a little physics, a little biology, a little mathematics. What will they mean to you after to-day if you drop them now? You can at least read with fair regularity a good journal in these great scientific subjects and thus know what is going on in this age of science and keep yourself alive.

You have had some work in history, in economics, in English literature, in modern languages, with a bit of their literature. I tell you that a very high per cent of college graduates stop right there. Or I might say that, because of the inevitable shrinkage of mentality, they will know less and less afterward than they do at graduation.

It was a member of a so-called literary club. The meetings were insufferably dull, made up of smoke and gossip. Some one suggested that at the next meeting and thereafter we should report on the reading of the month. To my surprise there were only 3 out of 30 who had read a serious book during 30 days. I once told this to President Eliot. His quick reply was, "That would be a high average for the graduates of Harvard College."

The other day a New York paper discoursed editorially on the progress of education in America. One hundred thousand, or was it one million, college men had graduated from college this year (in either case the figures surpass belief). As I read the editorial my thought was, "Is the wastage of 1925 to be 90 per cent?"

Education is for life, even down to old age, if one is educated at all. The person who can not say at the end of any calendar year "I have learned more during these 12 months than during any previous year of my life" does not belong with the company of immortals called educated persons.

V. The Object of Education is Character, not Efficiency

I mean character in the sense of high and serious purpose, of severe intellectual attainment, of the mastery of mind, of sound philosophy of life.

I have little patience with vocational training in college, the taking of valuable time for the learning of a trade. Mastery of one's self prepares for mastery in any honorable career. Michael Pupin was first of all a classical scholar. He had the highest marks in Greek ever given at Columbia. Afterward he became a master of science. You might read his book with much profit. Two leading pathologists of my acquaintance were classically trained with a little college science. One of them said to me, "I regard the classical training got in college without a squint toward the vocational as the best possible training for a scientific career."

Efficiency is a fine by-product of education, but to make efficiency the object of education is to debase that fine thing which we call character.

For many years we have been greatly influenced by Prussian educational methods, not realizing that the educational program of Prussia was chiefly designed to promote efficiency. Is this the difference between kultur and culture? It is a very serious tendency which we observe in college catalogues of the present time—this tendency to use the precious four years of college to train a man to get a living. Those years should be devoted to making living worth while, by the self-mastery of one's powers of observation and reflection.

But you will ask, "How is education, the process of education, this lifelong process of education, to be assimilated to character?" Let biology answer us—by functioning. The generous use of knowledge and training in promoting the well-being of mankind will return to us in character, in ever-growing high manhood, in satisfactions that perish not, in those qualities of being which live on forever, because they are life. As Sanderson of

Omaha High Schools on All-Year Plan

New Technical High School, Thoroughly Equipped, Enrolls 4,000 Pupils. Advantages in Four-Quarter Organization.

WHAT was our commercial high school is now the Omaha technical high school. The school last year enrolled more than 4,000 pupils. We have a new building which cost \$3,500,000. We offer all types of commercial work, auto mechanics, telegraphy, printing, household arts, electricity, music, and even college preparatory courses.

This school has been operating 48 weeks a year for about 7 years, and it has proved very satisfactory. The school is reorganized every 12 weeks. We graduate a four-year class at the end of each 12-week quarter. There is no loss in organizing between terms. The advantages of this plan are:

1. The continuous use of the school plant, which indicates good business management and economy.
2. The holding power of the school. This school formerly had a two-year commercial course, and practically 90 per cent of the pupils took that course. We give no two-year courses now; they are all full four years in every department.
3. It enables the bright and energetic pupil to finish the course in three years.
4. By having a greater use of the school building, pupils are able to move more rapidly through the system and thus make a clearance for others who want to attend; again, economy.
5. A pupil may, if necessary, be absent any quarter, fall, winter, summer, or spring, and his loss is only 12 weeks, not a full semester.

The school is popular with parents, teachers, and business men. We are thinking seriously now of having three more of our high schools operate on the 48-week plan. They have already adopted an eight-week summer session. This shows the trend in our city.—J. H. Beveridge, Superintendent of Instruction, Omaha, Nebr.

A 12-months public school session in Arlington County has been authorized by the Virginia State Board of Education. It is an experiment which may be the beginning of an all-year-round school policy in Virginia.

Oundle said, "The great purpose is to enlist the boys and girls in the service of man to-day and man to-morrow." In knowledge and learning, as in money, "All you can hold in your cold dead hands is what you have given away."

New York's Biggest, Most Costly, and Most Beautiful High School

George Washington High School, Erected on Historic Ground, Designed to Embody Every Feature Which is Conducive to Effective Academic Work. Superb Architecture and Magnificent Views from Windows and Porticoes. Auditoriums, Great and Small, Gymnasiums, Laboratories, Studios, Workshops, and Rest Rooms Supplement Abundant Classrooms. School Spirit is Excellent

By C. R. TROWBRIDGE

Teacher of English, George Washington High School, New York City

THE NORTHERN extremity of Manhattan Island consists of two ridges, with the valley between them through which runs upper Broadway. The western one rises steeply from the Hudson and ends in the cliffs above Spuyten Duyvil Creek. The eastern ridge springs as abruptly from the Harlem River, rises to a somewhat greater height, and even more abruptly comes to an end, about where Two hundredth Street would run if the city streets could keep their lines on these steep slopes. On the northern end of this eastern ridge stands the new home of the George Washington High School, New York's newest, biggest, most costly, most complete, and most beautiful high school.

All of New York Before Us

Superlatives are necessary to describe it. From the school windows one can look far up the line of the Palisades and the gleaming waters of the Hudson, or over the wooded hills of Westchester County, or up Long Island Sound—for 30 miles in that direction, they say, if the skies are clear—or to the south past the Harlem High Bridge, and over miles and miles of roof tops to the high pinnacle of the Woolworth Building. Adjoining the school on the south is an old people's home with extensive grounds. We look down on its green turf and shimmering trees and bright flower beds. Just across the Harlem River on Fordham Heights is the circular colonnade of the Hall of Fame. All of New York City lies stretched out before our pupils. Nothing will ever cut us off from the beauty of river and sky and towered city.

George Washington in Lasting Possession

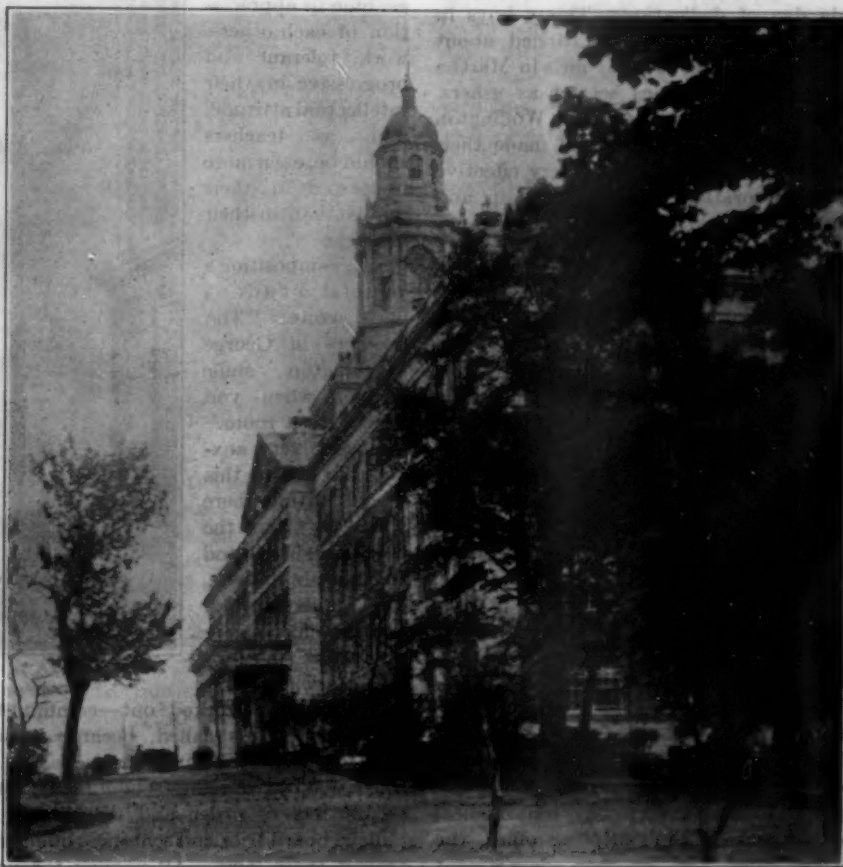
The hill is historic ground. It was the scene of a short but bloody struggle, when 10,000 British troops overpowered the remnants of the American forces left by Washington to cover his retreat through New Jersey. Its name, Fort George Hill, was given it then in compliment to His Britannic Majesty, George III, but George Washington has come back now into lasting possession of it.

Because of these historic associations and the name of the school, colonial architecture was the type selected for the plans. The building has a frontage of 376 feet. It rises to four stories, topped by an octagonal tower and a lookout lantern. The building is beautiful alike in general mass and outline and in delicate detail. Six Ionic columns with a windowed pediment form the portico which leads through bronze doors into a marble hall. From this a double spiral staircase of most graceful design rises to the second floor. Everywhere the decoration is carefully worked out in a beautiful and fitting simplicity to reflect the stately and spacious and dignified life of colonial forefathers.

Opposite the entrance is the auditorium with seats for 1,500, and a stage large

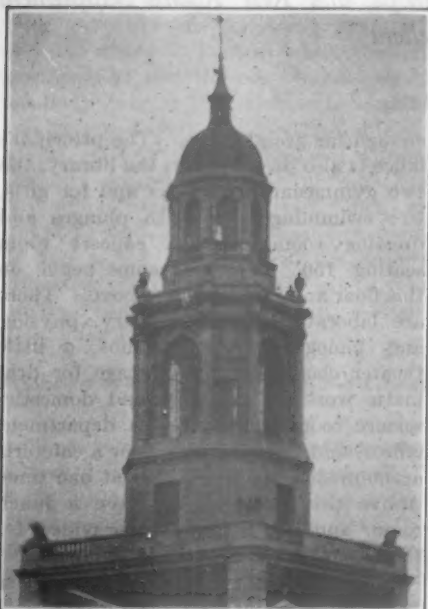
enough for grand opera. The principal's office is also on this floor, the library, the two gymnasiums, for boys and for girls, two swimming pools with plunges and dressing rooms, and a concert room seating 150. The classrooms begin on this floor and fill the floors above. There are laboratories for chemistry, physics, and biology, six art studios, a little theater classroom with a stage for dramatic work, a workshop and domestic-science rooms, supply rooms, department offices, and on the fourth floor a cafeteria accommodating 1,000 pupils at one time. Above this the teachers have a lunch room and rest rooms are provided for them in other parts of the building also.

The total cost of the building was more than \$3,000,000. State and city officials joined in the dedication exercises,



The building is beautiful in general mass and in outline

which were held on Washington's Birthday. The school had moved into its new quarters on February first and shared possession with an army of long-suffering workmen. Whether they or we endured more inconvenience through this joint occupancy could not easily be adjudged. But everything was put to rights for the



Topped by an octagonal tower

gala day of dedication. Thirty boys in colonial uniforms were stationed about the entrance, and as many girls in Martha Washington costumes served as ushers. Both they, and the Peg Woffington waitresses, had designed and made their own dresses. They were a very effective bit of decoration as they went up and down the marble stairway of the entrance hall.

Local Organizations Have Pleasure In It

Our school colors were presented that day by the Martha Washington Club, an organization of the mothers of our pupils, which does much for the school. The ladies of the local Grand Army of the Republic have given the flag for out-door display, and the Daughters of the American Revolution have put a bronze tablet on the great boulder above which the flag flies. For the school museum, which is to be housed in the tower, General Pershing has given the 48 flags which were given to him on his retirement by the several States whose troops served under him in the World War.

We are still so new to the school that we have not yet been able to make use of all its possibilities. Almost every week some new room is ready for use—the grade advisers' room, the medical room, the bank, the printing office, the school store, or another department office. When everything within doors is

completed, we shall still have our stadium to look forward to, for to the north of the school grounds there is a considerable open stretch which has been secured for an athletic field that will be the envy of all the other city schools.

School Long Identified with Locality

With only eight years of history behind it, the George Washington High School still feels youthful. We have been housed in an old school building antedating the Civil War, which was grotesquely ill-adapted to the needs of to-day. As we overfilled it, little wooden bungalows were built around it, and wherever we could find quarters annexes were opened, three of them all told. We have been largely a neighborhood school, drawing our students from the rapidly developing section of northern Manhattan.

The residents of this district have felt a local pride in the school and helped in many ways its development. There have been friendly and informal relations between teachers and pupils, such as are not always possible in a school standardized and systematized from the first to deal with great numbers of children. The faculty, 150 in number, are united in spirit and purpose, genuine in appreciation of each other's work, tolerant and progressive in their intellectual attitude, and, as teachers should be, even more interested in their pupils than in their subjects.

In a composition a youthful student once wrote: "The teachers in George Washington smile at you when you come into a room." We were very anxious to bring this school atmosphere with us into the new building and to maintain it there. The pupils are led, not driven. A considerable measure of self-government is being worked out—community government it is called, because pupils and teachers both have part in it. A legislative board makes school regulations on matters of order and discipline. A judicial board tries and sentences offenders against these laws. All passing through the building between classes is controlled

by a traffic squad, and order in the lunch room is enforced by the service squad, members of which are stationed also in each corridor to insure quiet in the halls during recitation periods. The black and orange buttons, which are the symbols of membership in these squads, are highly prized insignia. More than 3,000 students are enrolled now (June, 1925), and a considerable increase in enrollment will be made in the fall.

Academic and Commercial Studies Emphasized

The school curriculum is planned largely on academic and commercial lines. Other high schools open to our pupils offer commercial and manual training and we do not therefore emphasize those branches. For a diploma the George Washington High School requires four years of study, with English and physical training in each term, two years each of history, music, and drawing, and a term each of civics and economics. The pupils are given every opportunity for electing work in Latin and modern languages, history, mathematics, science, stenography, bookkeeping, typewriting, art, and



Six Ionic columns form the portico

music. There are classes in journalism, art history, art and music appreciation, costume design, dramatic training, and a delightful course which combines stage designing and costuming with study of the drama. A post-graduate course is being developed which promises to offer a valuable postscript to the four-year

program. Practice with membership in the school orchestra of 50 players counts as regular school work.

Numerous clubs supplement classroom activities. The dramatic society and the sketch club are among the oldest and largest. The sketch club is subdivided into groups painting water colors, making posters, sketching from models, preparing illustrations for school publications, and doing craft work. The radio club has a large and enthusiastic membership. There are modern literature and poetry clubs, one in first aid, a French club, science clubs, and two glee clubs. One office is marked "Graduates' office." Here is available to students information in regard to entrance requirements for all colleges and for art, music, and technical schools, and suggestions for vocational study. Here, too, the placement clerk has his office. It is hoped the alumni will feel that this room still belongs in

as the jaws of defeat were almost clicking together. It was such a game as every boy has dreamed of participating in. The other side, three runs ahead and confident of success; the bases full, two strikes and three balls called on the batter, then seven foul hits in succession and at last a soaring ball to the far corner of the field, four runs brought in—and victory.

There had to be a celebration, and all the school was summoned Monday to the assembly. The auditorium was filled to overflowing. What followed was an inspiration to any one alive to the possibilities of reaching the hearts of boys and girls. The principal has a very warm and personal interest in the pupils, a keen sense of the dramatic, an ardent love of baseball, a never-failing wit, and high ideals of school honor. He began his talk to the eager audience with a tribute to the self-control and determina-

form, looked into the faces, they were so joyous, so proud of the school, so lifted out of themselves that all the radiance and beauty of youth were theirs. Then we were dismissed.

It is the unexpectedness of youth that makes teaching school so endlessly interesting. The pupils might easily have been forgiven for finding it hard to settle into their accustomed routine, but they took up the day's work with infinite zest. Seldom have we had a day when they were so responsive, so law abiding, so gay hearted and courteous; the very best in them had been quickened into life. What the school was that morning we hope it may never cease to be. So long as that spirit lives, we shall not be unworthy of our new building.



Bronze doors lead into a marble hall

Health Education Tends to Prevent Retardation

Doing things over is not only a waste of time and energy but it tends to bad habits of doing things, and in public-school work it results in a sad waste of public funds. There is more than one cause for retardation and the repetition of school work which it entails, but one of these is the presence of remediable physical defects in the repeaters.

An adequate system of health education, with examination for and correction of defects, more than pays its way in reducing this expensive business of repetition, and besides it speeds up school work by placing all students in the best condition for their tasks.

It will profit every taxpayer to look into the matter of what the schools are doing for the health of the pupils. The day set apart, November 21, as Community and Health Day in American Education Week, is a good time to show your interest in this vital subject.—James F. Rogers.

English and French Teachers Change Places

A number of English and French teachers of secondary schools will change places this fall for a year of exchange work, each taking over as far as possible the entire work of the other. An English teacher to be eligible for this assignment must be 25 years of age or over, a graduate of a British university, and must have been an instructor for at least two years in a secondary school in England or Wales, with experience in teaching French. Teachers will continue to be paid by their own school authorities, and the exchange service will be recognized for pension purposes.—*Teachers World, London.*

part to them when they come back to visit the school.

The Cherry Tree, prepared by the journalism class, is issued once a fortnight. The Hatchet is our school annual. In athletics the school has made a name for itself. In basket ball, track meets, football, and swimming it has met with varying success. In baseball it has had a spectacular record, winning the championship of Greater New York twice in succession and defeating Chicago in the intercity contest of 1921.

The spirit of the school can not be better illustrated than by its celebration of a baseball victory this spring. The team one Saturday afternoon in a crucial game of the season snatched victory just

tion that had won the game for our team and the good sportmanship of the boys who had lost after victory had seemed assured. Then and there the cheer leaders led the school in a resounding cheer for our defeated rivals.

A short and vivid story of the game was given, and as the climax was reached the team, to frantic applause, came down the aisle and up to the seats reserved for them on the platform. With a special mention of his part in the victory, each of them was introduced in turn. The coach spoke with pride of his team and paid his tribute to the loyal support received from the grandstands, so that all the school could feel a happy pride in having helped. As we, from the plat-

Remove Remediable Defects Before Sending Children to School

Campaign Conducted by Bureau of Education and National Congress of Parents and Teachers. Prizes Offered to Associations which Report Best Methods and Attain Best Results. Campaign Will Continue in 1926

By ELLEN C. LOMBARD

Junior Specialist in Home Education, Bureau of Education

THE PROBLEM of the entrance of children 100 per cent perfect in health into school at the beginning of the school year has engaged the attention of parents in many States and has resulted in the correction of defects with which the children might have been handicapped in their school work.

This is due to the short summer campaign or summer round-up of children which the Bureau of Education and the National Congress of Parents and Teachers have carried on as a part of their "two years' program to encourage the home to assume its responsibilities to send children to school who are ready to be taught, instead of bundles of parental mistakes to be corrected."

Included in this campaign is the competition of parent-teacher associations conducted by the National Congress of Parents and Teachers to develop the best method and obtain the best results in securing the entrance into the first grade of school a class of children 100 per cent perfect in health in September, 1925.

Three prizes were offered as an incentive to organizations to enter the contest. Three judges of the competition, Dr. John J. Tigert, United States Commissioner of Education, Mary E. Murphy, National Chairman of Child Hygiene, National Congress of Parents and Teachers, and Mrs. William Brown Meloney, editor of the *Delineator*, will examine the articles describing the methods in carrying on the campaign, the community cooperation secured, and the results obtained.

Any parent-teacher association participating in the campaign in any way,

although it may not compete for a prize, may receive a certificate signed by the United States Commissioner of Education and the president of the National Congress of Parents and Teachers, and any organization securing the entrance in the first grade of a class 100 per cent free from remediable defects will receive another type of certificate also signed by the three judges.

To Record Physical Condition of Children

Score cards indicating physical fitness of children entering first grade and containing form for physical examination and weight-age-height tables, approved by leading health specialists, have been distributed by the National Congress of Parents and Teachers.

Several State departments of education have taken active part in this campaign. The Utah State superintendent circularized the presidents of parent-teacher associations and the public school superintendents of the State and urged them to do all in their power to forward the campaign. In other States the health departments have given valuable cooperation.

The campaign will continue through the summer of 1926, and it is the aim to assist parents in their efforts to present their children at the school door free from remediable defects which if neglected will result in absence from school and inability to do the required work. If this campaign is taken seriously by parents, it will result also in relieving the school of some of its health work and save time for the already overcrowded curriculum.

To Induce Students to Forget the Latin Quarter

Commodious residences for students of the University of Paris have been opened recently, the first section of a "university city." This is the beginning of a larger scheme to give both French and foreign undergraduate students the advantages of corporate life and the opportunity to work in a collegiate atmosphere. It is made possible by a donation of 10,000,000 francs. The buildings interspersed with grass plots suggest English suburban villas, and in addition to residence quarters for 375 students provide an assembly

room, libraries, restaurants, and an athletic field.

The university has acquired a plot of 40 acres which formed at one time part of the southern fortifications of the city. Other countries have been invited to establish residences for their nationals, and a committee of cooperation has been formed. Canada has begun to build, and plans are under way for a Belgian and an Argentine college. Most of the lectures will continue to be given at the Sorbonne and other buildings of the University of Paris, which may be reached in a few minutes by underground railway from the university city.

Well Developed Vocational Guidance in Wilksburg

Vocational guidance and a real try out in the calling or profession chosen before progressing too far in their studies is given to students in the Wilksburg (Pa.) junior high school. The method is described by Principal E. E. Hicks in the *Pennsylvania School Journal*.

Once a week in the seventh grade the guidance teacher discusses the advantages and disadvantages of the different kinds of work in which people engage, the standards for judging the desirability of occupations, and the education required for each. Adaptation of studies is made in the eighth grade. All students of that grade are required to take English, history and civics, and mathematics, the fourth subject depending upon the field chosen, and the study is made sufficiently difficult to give the student an honest view of what will be required of him in real life. Students electing a professional career with a college course take Latin and French; if commercial, junior business practice with a view of business organization and a try out in shorthand and typewriting are given; if industrial, shop work with the auto and its electrical equipment form the basis of study.

A pupil who desires for a legitimate reason to change his course may do so at the end of 8B. This plan enables a student to make an intelligent choice of his course in the ninth grade. Very little shifting occurs after ninth-grade election.



Base Home Economics Upon Needs of Child Life

An investigation to determine the best home economics curriculum for senior and junior public-high schools has been completed in Denver, Colo., and the findings were published. A home-economics curriculum for girls, the study concludes, should be based upon the activities and needs of child, not adult, life. A study with the same object in view has been made by the Interior Department, Bureau of Education, in two junior high schools of the District of Columbia.



Virgin Islands are practically free from adult illiteracy, according to a recent letter from the director of education of the islands. The Danish Government had maintained excellent schools for many years before the islands came into the possession of the United States.

Another Study of Inequality of Opportunity

Educational opportunities in Georgia are unequally distributed owing to the unequal distribution of wealth. Ten counties possess 46 per cent of the assessed value of property, while less than 1 per cent is in 10 of the poorest counties. Three-fourths of the children of the State, considering the white population only, are in counties financially unable to give them proper schooling; so that, while the compulsory school law requires six months of school, many of the counties are too poor to provide it, according to figures compiled by Ralph E. Wager of Emory University.

On a 5-mill school tax, Fulton County could spend \$19.50 annually on the education of each child of school age, but Coffee County would spend only \$1.96. Consequently, the State allotment of \$4.60 per capita does not begin to meet the deficiency in the poorer sections. Two other facts that further embarrass the situation are that the fiscal year of the State and the school year do not coincide, and that many communities are already heavily in debt for school expenditures previously made. Both these conditions necessitate heavy interest charges.



Platoon Plan is More Widely Accepted

Ninety-nine cities in 32 States have one or more schools organized according to the work-study-play or platoon plan. Wheeling, W. Va., has nearly completed the erection of a new platoon school building and will start its first platoon school. Miss Alice Barrows, specialist in city schools of the Interior Department, Bureau of Education, recently addressed the teachers' institute of the Wheeling independent school district, and gave a brief history of the platoon plan, its development, organization, and methods. The platoon form of school organization has just been put into effect in all the grade schools of Ellwood City, Pa. Other cities expecting to organize schools on the work-study-play plan during the coming year are Memphis, Tenn.; Eaton, Ohio; Fairmont, W. Va.; and Waltham, Mass. During the past year the Bureau of Education has received requests from every State in the Union except three for information about the platoon plan.



Nonfraternity men usually outrank fraternity men in scholastic averages at the University of Wisconsin.—University Press Bulletin.

Public-School Curriculum Needs Comprehensive Nation-Wide Revision

Commission Appointed for Leadership in Movement. Laymen Feel Need of Reform. Human Energy and Time as Well as Dollars Should be Saved. Country-Wide Plan of Cooperation to be Established

By EDWIN C. BROOME

Superintendent of Schools, Philadelphia, Pa.

THE TIME has definitely come when some steps should be taken toward a comprehensive nationwide revision of the public-school curriculum. The department of superintendence of the National Education Association recognized the need during the convention in Cleveland in 1924, and at that time a resolution was unanimously adopted appointing a committee or commission to undertake the leadership in this movement.

The commission had not proceeded very far in its task before the members realized how large the demand was for action. Leaders in education throughout the country began to express their desire for help in curriculum revision. Laymen also expressed a desire to see something done with the public-school system of the country. Although the average layman does not know what should be done, he feels that there is need of reform somewhere in the administration of the public schools. His thoughts run along two lines—first, the growing cost of education, and second, what he believes to be lack of thoroughness in the teaching of the essentials. With the second we are not concerned, as this is a question of method, but with the first we are concerned, because what is taught in the schools determines to a very large extent what the cost of education will be.

There is another kind of economy, however, than that of financial economy, and one which should be a matter of very much greater concern than the saving of dollars, and that is the saving of human energy and time and the saving of waste which comes from misdirected educational effort on the part of the child who may be

forced to pursue a wrong course of study, or study the wrong things, or the right things at the wrong time.

Money cost of education is bound to rise with the cost of all other commodities which human beings must have. We are more interested, therefore, and rightly so, in the second type of economy mentioned. The layman is not alone in his doubts as to whether or not the schools are conducted economically. The educator is beginning to question his own procedure. The strategic point of attack seems to be on the curriculum. We realize, of course, that much has been done in the way of curriculum revision during recent years in different parts of the country. Much of this work has been well done, and some of it has been done scientifically and soundly. There has also been an abundance of research in the field of the curriculum.

Our commission at its first meeting made a careful survey of the field with the intention of determining what step first to take. After some discussion, it was agreed first to find out what had been done in the way of scientific research and procedure in curriculum revision and to indicate, as we have in the yearbook of the department of superintendence for 1925, the general trends in curriculum revision throughout the country. The next step seems to be to set in motion a country-wide plan of cooperation in curriculum revision, with the purpose of coordinating all worthy efforts through a central clearing house. This is the work for the ensuing year. Already about 500 school systems have entered this cooperative plan, and a number are already at work revising their curricula in a thoroughgoing and scientific way.

Varied Functions of Rural School Supervisors

With 35 per cent of the Nation's children in rural schools, fewer than 2 per cent of the 300,000 teachers in these schools are normal graduates. Trained supervisors are, therefore, urgently needed. The field of service of this officer, as outlined in Bulletin, No. 9, 1925, of the Interior Department, Bureau of Education, includes not only supervising the work of teachers and introducing better methods, but also pro-

moting teacher and pupil reading courses, encouraging school boards to furnish adequate school buildings and equipment, inaugurating health programs, and athletic, musical, and educational community meets. He acts as friend and adviser of the teacher, sees that some provision is made for the proper care and education of physically handicapped children, influences boys and girls to complete the school course, and encourages bright students to high-school and college careers.

Educational Problems of Holland Offer Lessons for Americans

Mixture of Education and Politics Proves Disastrous. Separate Schools at State Expense for Each Religious Sect Add Greatly to Expense. Unity Schools Not Successful in a Country Full of Class Distinctions

By P. A. DIELS

Headmaster at Amsterdam

EDUCATION in Holland has for a long time been intimately connected with politics. In the past the State paid only for nonsectarian public education, which had as a matter of course a "neutral" character. Those who desired teaching according to their religious views had to pay for their schools out of their own pockets. These non-public, sectarian schools were sometimes called "free," which indicated that they were free of any Government grant. They were for the greater part founded and supported with much sacrifice by strict Catholics and orthodox Calvinists.

In the course of time, during the latter half of the nineteenth century, the Calvinists and Roman Catholics organized into political parties whose battle cry was: "Equal right for the sectarian and the public schools!" Owing to the energetic propaganda of brilliant men, among whom the late Dr. Abraham Kuyper was foremost, the opinion won ground that it was an injustice that people who seriously objected to the teaching of the "neutral State public schools" had to pay taxes for them, while their own schools struggled for life.

Elections Determined Educational Reorganization

A fight of long standing ensued between the liberals and the religious political parties. The elections of 1918 were in favor of the "Right" parties (the Calvinists and the Catholics), and the result was the new education act of 1920, the work of our first minister of education, Dr. J. Th. de Visser. He held his office for seven years; after the recent elections, in July, the ministry of which he was a member resigned. His work has been severely criticized by his adversaries, and indeed it showed some serious defects; nevertheless the Dutch nation is grateful for the excellent services which he rendered to his country. His successor, Doctor Rutgers, the whip of the Calvinist party will find many difficult and urgent problems awaiting him.

In the years immediately following the great war the Dutch people enjoyed unprecedented prosperity. Money was plentiful. Although economists tried to warn them, people thought that the happy

times of abundance would never end. This spirit pervaded every class of our society; Parliament voted laws which cost millions and millions. Some of this expensive legislation was an outcome of the democratic currents which flooded Europe after the war; Holland was the only country in Europe which introduced the 8-hour working day (45 hours of work per week).

The new education act of Minister de Visser was one of these very expensive laws. Its principal defect is the lack of organization. Any group of parents of children, ranging from 40 in the small villages to 100 in the big towns, received the right to found and to conduct a school according to their own principles, all the expenses being paid by the State. The training of teachers and their salaries were improved, the number of pupils per teacher was lowered, the idea of the unity school (*eenheidsschool*) was introduced, foreign languages (mostly French) disappeared from the curriculum of the elementary schools, the position of the class teacher was raised, etc.

Retrenchment Inevitably Follows Inflation

After a short time of prosperity money began to grow scarce; our commerce, industry, and agriculture suffered from the depression of the world, and the cry for economy was raised, and education was among the first to be cut. One by one Minister de Visser had to retract parts of the law which were too expensive for our national budget. He did so "with a bleeding heart," as we Dutch say, and he preferred to resign when the impossibility of the working of the law became clear; only his high sense of duty to his country made him stay.

The chief factors in the terrible increase of the education budget were to be found in the increase of the number of schools, and in the modest raising of the teachers' salaries. To begin with the last named: The salaries of married teachers in the big towns was, according to the scale of 1920 about £300. There was, and still is, an endless variety of kinds of salaries—according to years of service, married or not, special qualifications, bigness of the town, etc. All these salaries have been cut by percentages ranging from 10 to 20 per cent and more. It is not to be denied

that this action from the side of the Government had an unfavorable influence on the mentality of the teachers. Those in authority should remember the old maxim, "A discontented teacher is a danger to the State." One of the first problems which face our new minister is the revision of the teachers' salaries on a just and adequate scale. We follow in Holland the discussion and settlement of the English teachers' salaries with much interest. I think that most of us would be glad to receive a kind of Dutch Burnham award.

Too Many Schools for Good Organization

The other factor named, the increase of schools out of proportion to the number of pupils, is more difficult for our new minister to deal with, because, as I indicated in the beginning of this article, here lies des Pudels Kern. This problem is of a political kind, and it is very improbable that much can be done in the present circumstances. Yet some measure or other is necessary. It is ridiculous that in a town like Amsterdam the parents of 100 children can demand the establishment of a school according to their principles, all the expenses being paid for by the State. In some villages, where formerly two well-organized schools were found, we may at this present moment count five. This splitting up of schools is the antithesis of good organization.

Apart from these problems important for the finance of the country we find in the present Dutch educational situation some semipolitical, semipedagogical questions. The most important of these are the unity school and the teaching of French. The unity-school idea is a very difficult one, especially in a country like Holland, full of old traditions and class distinctions. The fundamental principle among all educators must be common good—"The right of every child to teaching according to its wants." The practical application of this sound rule is, however, far from easy. Some enthusiasts derive from it the necessity of one school for all children; no water-tight compartments; all must learn at the same school, rich and poor, the child of a millionaire beside that of an artisan—"the school for John and for Mary."

Unfavorable Results with Unity Schools

It may be that the system works in America, perhaps because tradition is not old over there. In Germany the *Grundschule* in the first four years is not a complete success. In Holland, as in other countries, the problem of the unity school does not exist in the villages—every school there is a unity school. It is in the towns that the difficulties are to be found. In some Dutch towns, including Amsterdam, den Haag, and Rotter-

dam, a mild attempt at a kind of unity-school organization is to be seen, and the results are not quite favorable. One hears complaints that the unity school is only prescribed for the public schools and that the results of the teaching are not so good as they used to be. On the whole the Dutch people do not like the idea, and that is one of the reasons why the sectarian schools, which are free in their organization, prosper.

Obliged to Learn Language of Neighbors

The teaching of foreign languages in elementary schools (mostly French) is in some way connected with the unity-school principle. Owing to the position of our country and the smallness of it, the Dutch have always been learners of foreign languages. Most Dutchmen know a bit of a foreign language, and a cultured man is expected to read and speak French, German, and English. This means that our children have to study four languages (to which sometimes Latin and Greek are added, making it six), a task heavy enough. For a long period French was considered to be the principal language; nowadays English is more en vogue. At all events, French is a difficult language for our Dutch youth, with its many forms and difficult syntax.

Thus the language study was mostly started by the study of French. One of the requirements for admission to secondary schools was a slight knowledge of French. Children intended for secondary schools went to preparatory schools in the curriculum of which French was included. Thus there were two kinds of elementary schools, those with French and those without. The French schools were attended by the so-called better classes, so that the teaching of French formed a distinction of class.

Movement to Restore Foreign Language

A unity-school scheme can not allow this, and thus the education act of 1920 forbids the teaching of a foreign language in the first six classes of elementary schools. This means that a Dutch child attending the public schools can not learn a foreign language before he is 12 years of age. A great many parents were not content with this state of affairs and founded and supported classes outside of school hours for the teaching of French. A strong movement for authority to reintroduce a foreign language in the elementary-school curriculum set in. A bill to that effect was proposed by Miss J. Westerman, M. P.; it passed the Second Chamber (House of Commons) but was rejected by the First Chamber. The question is far from being solved, however, and some measure must be taken.

There was a time when Dutch education was strongly influenced by Germany;

Herbart was the guiding star of our pedagogues. Of late years we are looking westward more; English and American educational ideas and practices are carefully studied. One of the recent movements in Dutch education is the Dalton plan. A delegation of Dutch educators under the leadership of the Amsterdam professor, Dr. Kohnstamm, visited England in order to study the practical work of the Dalton method on the spot. On their return they published a report, which was widely read and discussed. At present Dalton is the topic of the day. Some schools have already experimented along the Dalton lines with marked success, and, though it is far from being generally accepted, interest is keen.

Economy Causes Discontinuance of Comenius Institute

Comenius Institute of Pedagogy at Prague, which was recently described in *SCHOOL LIFE*, was closed June 30 by the Czechoslovakia Ministry of Education. The institute was the source of considerable expense, and even more was demanded for the fulfillment of its aims. The Ministry of Education was unable to satisfy its demands and, being urged to economy by the Ministry of Finance, it became necessary to discontinue the institute.

The department of educational research of the institute was transferred to the Ministry of Education, where a similar bureau was already at work. The institute's museum was transferred to the school museum of the city of Prague. Only the library of the institute with the teacher's reading room, will survive in its present form, but its name will be changed to the Educational Library of John Amos Comenius. It contains 17,199 volumes, of which a considerable proportion are French, English, and American publications.—*Emanuel V. Lippert.*

More Effective Organization for Home Education

Conference to Work Out Complete Program of Home Education. Three National Organizations Will Contribute

ORGANIZATION of State committees to cooperate with the national committee to work out a complete program of home education in almost every field of human endeavor resulted from a two-day conference on home education recently held in Washington.

Attending the sessions were representatives of the Bureau of Education of the Interior Department, the National University Extension Association, the American Library Association, and the National Congress of Parents and Teachers. The conference was called to order by John J. Tigert, United States Commissioner of Education. The American Library Association was represented by L. L. Dickerson, of Chicago, and H. H. B. Meyer, of the Library of Congress. Prof. Charles G. Maphis represented the National University Extension Association, and the National Congress of Parents and Teachers was represented by its president, Mrs. A. H. Reeve, and by Miss Sarah B. Askew, of Trenton, N. J.

It was found that there is a fertile field for cooperation by these national organizations. The National Congress of Parents and Teachers is so fully organized that it is able to form reading clubs in every part of the country. The American Library Association is cooperating by furnishing reading clubs with books and advice. The National University Extension Association is aiding, for reading clubs gradually merge into study clubs, and university credit may be given under certain conditions for work done in them.

The Bureau of Education now offers 29 reading courses, and it intends shortly to issue a large number of reading lists to meet the popular demand for systematic reading.

A HIGHLY ENLIGHTENED public policy must be adopted if the cause of education is not to break down. It is perfectly clear that the public schools must have the most liberal support, both moral and financial. Particularly must the people exalt the profession of the teacher. That profession must not be abandoned or be permitted to become a trade for those little fitted for it. It must remain the noblest profession. There are no pains too great, no cost too high, to prevent or diminish the duty of the people to maintain a vigorous program of popular education.

—Calvin Coolidge.

SCHOOL LIFE

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OCTOBER, 1925

The Purpose of American Education Week

TO DISSEMINATE among the people accurate information in regard to the conditions and needs of the schools, enhance appreciation of the value of education, and create such interest as will result in better opportunities for education and larger appropriations for schools of all kinds and grades.—P. P. Claxton, 1920.

High Schools Equipped for Junior College Work

FIFTY years ago \$100,000 was enough to endow a college capable of excellent work. In this day such a sum seems insignificant in the establishment of any educational institution. On another page of this number is a description of a high-school building in New York City that cost \$3,000,000, and elsewhere is a brief reference to another in Omaha, Nebr., that cost \$3,500,000. The New York school is designed for 5,000 students, and 3,000 were enrolled before it was completed; the Omaha school has 4,000 students.

These figures are not extraordinary, for in our age the economy of large units is recognized in educational affairs as well as in industrial and commercial concerns. So many city high-school buildings erected in the past six years have cost more than \$1,000,000 that the mention of that sum no longer excites astonishment.

The question naturally arises, with such excellent equipment, why is the instruction limited to the high-school grade? Unquestionably facilities for college work are available in every modern high-school building, and in most of them the present teaching force is fully capable of giving two years' college instruction at least. It is logically the next step for the cities to take over the work of the junior college. Many of them have already done so. Many more will do likewise when they have caught up with the demand for high schools. The majority of cities are still struggling with that problem. When they

have met it reasonably well we may confidently expect that the great universities, especially those maintained by the States, will confine themselves to advanced work except for those who live in their vicinity and for those for whom a residential institution is especially desirable. Junior college work may properly be considered a local matter.

Government School of Administration and College Teaching

DR. GEORGE F. ZOOK'S resignation from the Bureau of Education to become president of the University of Akron is another proof of the efficacy of the Bureau of Education as a training school for administrators and teachers of education. Appointees of the bureau's staff are selected with care. The standard of education and experience required of them is high.

After entrance upon duty the appointee devotes much of his time to the study of educational conditions in this country and abroad which relate to his specialty; he participates in educational surveys; he conducts conferences in behalf of the Bureau of Education for the benefit of teachers and others whose work is allied to his; he advises those who seek his advice upon matters of theory, organization, and procedure, usually basing his suggestions upon successful experiences with which he is familiar; he travels widely to investigate unusual educational enterprises; he comes in touch under favorable conditions with the leaders of the profession; the results of his studies are published under the auspices of the Government.

He thus acquires knowledge at first hand of the best practices in education and normally becomes an authority upon that branch of it to which his labors are directed. His worth to the Government in its purpose of diffusing educational information is tremendously enhanced by his studies and experiences; but his achievements are likely to be recognized by others also and in the most practical of ways—he receives offers from other employers at a salary far greater than he could expect in the service of the Government.

This story has been told so often of members of the staff of the Bureau of Education that it is now accepted as the natural course of events. Many men of great value have thus left the bureau and the loss has seemed little short of tragedy. But others come into the fold in the stead of those who go, and the process of training and of broadening is repeated, and again educational institutions or school systems receive the benefit, and the cause of education in the United States is measurably advanced.

Of the "graduates" of the Bureau of Education now living 3 are university presidents; 1 is dean of the college of arts and science and acting president of a university; 2 are college presidents; 11 are professors in universities, colleges, or normal schools; 1 is a city school superintendent, and another is his assistant; 1 is an officer of a State department of education; 1 is a county school superintendent; 2 are directors of special branches in a great city; 4 are in positions of semi-educational character which were reached principally because of contacts made in the service of the bureau. Besides these several are in places of responsibility in other branches of the Government or with private business concerns. And the "technical staff" of the bureau numbers exactly 24 persons. The Bureau of Education is a training school in fact.

Incidentally, at this very time, in addition to a specialist in higher education, the position which Doctor Zook recently vacated, the bureau is seeking through the Civil Service Commission specialists in commercial education and in kindergarten-primary education. Three opportunities for "matriculation" at the same time, and the salaries are from \$3,800 to \$5,200.

Common Schools Suited to Genius of American People

HORACE MANN said that "the common school is the greatest discovery ever made by man." He might have added, "and the American people know better than any other how to appreciate it." In no other country on earth do the people so fully accept those educational principles which are a part of the being of nearly all Americans. In every discussion of educational systems of other countries serious difficulties are described which do not exist in our country to a sufficient extent to be troublesome.

Men of wealth, high public officials, and the "intellectuals" send their children to the public schools because they know that the best instruction to be had is given there; they know that the contact of all classes is a part of American life, and they do not fear contamination from the presence of children from humble homes.

Local control of education has never been relinquished by the American people. Each community decides for itself the essentials of its own schools. Superintendents and boards of education are careful to obtain popular approval for all they undertake. They are well aware that they can not continue in office without it.

Some denominations maintain parochial schools in order that their own children

may be constantly under religious influence, but this does not imply antagonism to the public school. On the contrary, public officers who are members of those denominations are as emphatic and as earnest as any others in their belief that "our future safety and welfare depend upon the effective maintenance and operation of our public schools." And many of the most ardent and efficient superintendents and teachers of public schools are of like faith.

Unquestionably the attitude of general enthusiastic approval of the common-school system has developed upon American soil; and it came largely as the result of campaigns which began with Horace Mann and have continued to this day. Observance of American Education Week is an example of such a campaign. Let all good Americans contribute to it to the extent of their powers.



Mrs. Hathaway Did Not Write the Article

AN ARTICLE in the June number of *SCHOOL LIFE* entitled "Teachers May Conserve the Eyesight of School Children" was prepared by a subcommittee of the sectional committee on the code of lighting school buildings. It was incorrectly ascribed to Winifred Hathaway, secretary of the national committee for the prevention of blindness. Mrs. Hathaway was chairman of the subcommittee named and she forwarded the manuscript. The impression was erroneously gained that she had written it. She states that she did not do so, and asks that due correction be made. We comply with pleasure, for we regret the error.

Dental hygienists are licensed to practice in 21 States, according to a survey conducted by the Interior Department, Bureau of Education, and set forth in School Health Leaflet No. 9; and in other States she may serve as a teacher in oral hygiene. Hospitals, clinics of welfare agencies, industrial and commercial plants, and especially the public schools, offer a large field of service for such workers. Ten educational institutions, in eight States, offer instruction in this department of health preservation.



The common school is the greatest discovery ever made by man. It is super-eminent in its universality and in the timeliness of the aid it proffers. * * * The common school can train up children in the elements of all good knowledge and of virtue.—Horace Mann.

Libraries Have Increased in Numbers, in Efficiency, and in "Reach"

Notable Advance in Equipment and Service. Need of Good Books in Rural Districts. County Libraries Would Solve the Problem. Laws of 29 States Provide for Them. Movement in Its Infancy

By JOHN D. WOLCOTT
Librarian Bureau of Education

LIBRARY facilities for the American people have increased during the past decade at a far greater rate than the increase in population. An investigation in progress in the Bureau of Education indicates that the number of libraries with 5,000 volumes or more increased about 30 per cent between 1913 and 1923, and the number of volumes in such libraries increased about 50 per cent. The population of the United States increased 14.9 per cent from 1910 to 1920; marked improvement appears, therefore, in the accessibility of the libraries and in their ability to serve the people for whose use they were established. The number of small libraries—that is, with fewer than 5,000 volumes—has also greatly increased.

There has been a corresponding gain in the efficiency and in the reach of library service, which can not be expressed in figures, but it is well substantiated. Library extension used to be regarded as referring almost entirely to increase in the number of libraries and to planting new libraries in localities which previously lacked them. The other aspect of the term is now more emphasized, namely, that of improving and intensifying the service of libraries already existing and widening its scope in directions not previously reached. This is done without neglecting the need of enlarged material equipment for library service.

The advance in both the equipment and service of public libraries in recent years has been notable, but about one-half of the American people, chiefly in rural territories of the South and West,

are still without adequate access to suitable reading matter. The cities and towns of the country are mostly provided with library facilities; justice requires that this same service should now be extended to the rural communities, so that every citizen may enjoy its advantages. Country life needs the information, inspiration, and recreation which good books afford. A book for every reader is the goal of the modern library movement. The best method of accomplishing this end has proved to be, for most sections of our country, the county library.

When the county is adopted as the unit for public-library administration a library located at some central point is made responsible for book service throughout the county, by means of branches and stations suitably disposed, and often also by book automobiles which serve the citizens directly at their homes. A proper campaign of education usually brings the people of a county readily to see that it is worth while to tax themselves, either to establish a new county library or to contract for county-wide service with some library already existing. Twenty-nine States now have county-library laws, but the movement for the establishment of these libraries is still in its infancy and is expected to make great progress within the next few years. Only about 200 counties in the United States out of a total of 2,964 now enjoy county-library service, and 42 of these counties are in the one State of California, where the system has been especially developed.

Every Adult Samoan Can Read and Write

Illiteracy does not exist in American Samoa. The official Government languages of American Samoa are English and Samoan. Every adult Samoan can read and write in one of those languages. The public schools in American Samoa are conducted in English and are rapidly adding to the number of English-speaking children and adults in Samoa.—William W. Edel, lieutenant commander, Ch. C., U. S. Navy, Superintendent of Education.

Of the eighth-grade graduates from the schools of Colfax County, Nebr., in 1925, 7 were 11 years old, 28 were 12, 50 were 13, 37 were 14, 18 were 15, and 4 were 16. The average age of the 144 was 13.3 years. Pupils are promoted in Colfax County by subjects and not by grades.



The school year in Czechoslovakia comprises 230 days, according to the schedule recently fixed by the Ministry of Education. Sunday is the only day of the week on which the schools are closed.

Contribution of a Botanic Garden to Popular Education

Brooklyn Botanic Garden Conducts Original Research, Imparts Instruction of University Grade, Trains Teachers of Nature Study, Maintains Classes in Plant Life for Pupils from Elementary and High Schools, and Disseminates Knowledge of Botany by Extension Methods. Supported in Part by Municipal Appropriations and in Part by Private Funds

By C. STUART GAGER, *Director Brooklyn Botanic Garden*

WHAT can a scientific institution like a botanic garden contribute to popular education? Much, surely, if the will is there; and when the dissemination of knowledge of plants is a function of the institution coequal with the advancement of botanical science through original research, as with us, there is no lack of incentive.

The Brooklyn Botanic Garden is essentially a public institution; it is conducted for the benefit of the public and it is supported in part by municipal appropriations. Those appropriations are supplemented by the income from a modest endowment, membership dues, and special contributions.

Dissemination of botanical knowledge is accomplished in every way that can be devised by an ingenious and enthusiastic staff. First is the obvious and usual method of maintaining labeled collections of living plants upon the grounds and in the conservatories of the garden, to which the public have free access. In connection with it is an herbarium of more than 186,000 preserved plants from all parts of the world and a reference library on plant life and related subjects open to the public.

Periodicals Aid in Dissemination of Knowledge

Four periodicals and occasional publications are issued, including the *American Journal of Botany* (monthly), *Ecology* (quarterly), *Genetics* (bimonthly), the *Brooklyn Botanic Garden Record*, and leaflets. A bureau of public information on all phases of plant life is conducted, and consultation and advice, with the facilities of the laboratories, library, and herbarium, are freely at the service of persons who have special problems relating to plants or plant products.

To increase the value of the collections to visitors who wish to make a serious study of them, arrangements may be made for the services of docents to accompany parties of six or more adults.

Lectures for the general public, usually illustrated by lantern slides or motion pictures, are presented throughout the year, and the subjects selected are usually appropriate to the season. One full-year

course upon plant life is offered which consists of 30 exercises, with informal lectures, demonstrations, and short trips to the conservatories and outdoor plantations. The principal purpose of this course is to enable those who are interested to become acquainted with the life histories, habits, and economic uses of the main groups of plants.

University work is done by the garden in cooperation with New York University. Certain courses of graduate rank offered by the botanic garden are listed as courses in the graduate school of the university and are given the same credit as other graduate courses. Properly qualified students who take these courses may present them in satisfaction of the requirements

or field. The work is correlated to meet the needs of each grade of the elementary school. Practice with classes of children is part of the work. For admission one must present a certificate from a city training school or a normal school, a college diploma, or proof of several years of successful teaching. These courses have a definite credit value.

Short Courses in Nature Study

Brief courses are offered to teachers who wish to extend their knowledge of nature study and gardening for use in school work but are unable to spare the time required for the full courses.

Instruction of children has been emphasized by the botanic garden for 12



Garden plots accommodate 150 children

for advanced degrees given by the university. Credit for the Ph. D. degree has also been granted by Columbia University for research done at the garden.

Definite normal-school work is an established function of the botanic garden. Courses for teachers in children's gardening prepare not only for garden work but for teaching nature study as well. The courses emphasize not only the theory of each subject, but its actual practice, either in classroom, greenhouse, garden,

years. A children's club room, beautifully decorated and fully equipped, has been provided for the boys' and girls' club, to which all who attend or have attended any of the children's classes at the garden are eligible. A children's conference room, appropriately furnished and supplied with collections of plants, seeds, and insects, is a part of the Children's Garden Building. A plot of about three-quarters of an acre has been set aside for instruction of children in gardening, and

the greater part of this area is laid out in garden plots to accommodate about 150 children.

Through the spring and fall, children come for greenhouse work and plant nature study, but in the summer the outdoor gardens are the center about which the work revolves. Children who enter

schools during the school sessions. These visits always have as their purpose a special lesson on plant life or some closely related subject. As an aid to such lessons, syllabi have been prepared on many subjects, including cotton, coffee, rubber, etc. These are given to the teacher at the close of the class exercise to be dis-

of the instruction sheets. These sheets go back to the schools with the children and make the follow-up work more effective.

Each class which visits the garden receives a gift of a potted plant, usually raised by children in the instruction greenhouses. Material for high-school use is also supplied to teachers when requested, if possible. The various algae and protozoa, as well as living plants, leaves and twigs, or other plant parts, are most often so supplied. Petri dishes are upon request filled with sterilized nutrient agar for use in the study of bacteria and molds.

The right use of a limited quantity of material is emphasized, and promiscuous and wasteful collections are avoided. Timely seasonal exhibits are displayed at the botanic garden several times every year, and the schools are invited. These exhibits form the basis for nature study in many of the schools.



Lincoln Children Well Taught in Music

Music appreciation and singing are taught to all pupils in the first three semesters of the junior high school of Lincoln, Nebr. In addition, chorus work is open to all in the junior and senior high schools, and glee clubs are maintained and operas and orchestras are presented by especially proficient students. Lessons in orchestra and band playing are given gratuitously, but a charge of 15 cents per lesson is made for



Plant exhibit supplied to a neighboring school

the classes are recommended by teachers and parents as of unusual ability or unusual interest in plant life. The work done not only increases the understanding of botany, but it has a definite mental value, and it tends to the development of character and the sense of responsibility.

Fees to Increase Children's Interest

A fee of 15 cents is charged for each course of five lessons and from 25 to 50 cents for the six months of outdoor gardening. This is ostensibly to cover materials used, but in reality the purpose is to add a feeling of respect for and dignity to the work. In the 12 years in which this practice has been in force only two children have been unable to pay the fee. The products of the children's labors are divided between the children and the charity organizations of the vicinity. Plants raised in the experimental greenhouses by the children go generally to the school classrooms and school gardens. The attendance at all lectures and classes during 1924 was more than 100,000 adults and children.

To encourage gardening in the school and at home an annual children's garden exhibit is held at the botanic garden each September. Prizes for excellence in various subjects are awarded to schools and to individuals. The competition is open to any school and to any child in Brooklyn.

Visiting classes with their teachers come to the botanic garden from elementary, junior high, and senior high

tributed to the children for study after their return to school.

The increasing size of the classes in recent years has led to the use of the megaphone and of "instruction sheets." If a class, for example, has for its subject "Ten common trees of Brooklyn," an



A hundred taught simultaneously by the use of a megaphone

instruction sheet is given to each child upon which the facts to be observed are stated. When the hundred or more children gather about a tree, the teacher with the aid of a megaphone points out the things that she wishes to emphasize; the children easily follow with the help

piano and violin lessons. This charge covers the actual expense of conducting the classes.



A business school for women, the first in Cuba, was recently opened with an enrollment of 60 students.

Sentiments Appropriate to American Education Week

EDUCATION has too long been limited in the public mind to youth and the teachers; it must begin with the parents. In the Federal Government we elect our legislators and our executives, but even in the distant centers of administration they hear always the voice of the people—the people who pay, and without whom the Government could not go on. In the school as in the State the administrators should be those best fitted to represent us, but always behind them, beside them, should be the people who pay, and as a wise politician keeps his constituents informed of his activities in their interests, so will the wise educator keep ever before his patrons his plans and his needs and his consciousness that upon the parents of his pupils and not upon him alone depends his success or his failure in his term of office.—*Margaretta Willis Reeve.*

WE SEEK in our general education not universal knowledge, but the opening up of the mind to a catholic appreciation of the best achievements of men and the best processes of thought since days of thought set in. What we seek in education is full liberation of the faculties, and the man who has not some surplus of thought and energy to expend outside the narrow circle of his own task and interest is a dwarfed, uneducated man. We judge the range and excellence of every man's abilities by their play outside the task by which he earns his livelihood. Does he merely work, or does he also look abroad and plan? Moral efficiency is, in the last analysis, the fundamental argument for liberal culture.—*Woodrow Wilson.*

AFTER making allowance for every evil, and striking a fair balance, it is apparent that in the United States there have been realized, more fully than ever attained by a great population elsewhere, the aims and ideals of the Declaration of Independence. How are we to conserve what we have and rise to higher levels? Our advantages will not be conserved by citizens who are indifferent to their trust. You have no right to talk of your Americanism, to speak of your veneration of our Constitution, and your appreciation of our privileges while you ignore the plainest

duties of citizenship. We can not meet as a people in assemblies and govern directly. We must govern through representatives, and the test of our fidelity to the principles of our Government is found in the quality of our representation. It is the duty of every qualified citizen to vote, to throw his weight into the electoral scale. It is his duty to take part in the proceedings which lead to the choice of candidates for office. It is his duty to consider how he may be most influential in securing good government, not simply by voting or by the selection of candidates, but in aiding in the development of sound public opinion and in maintaining the standards of truth and honor which must characterize a sound democracy.—*Charles E. Hughes.*

I LOOK to the diffusion of light and education as the resources most to be relied on for ameliorating the condition, promoting the virtue, and advancing the happiness of man. And I do hope, in the present spirit of extending to the great mass of mankind the blessings of instruction, I see a prospect of great advancement in the happiness of the human race, and this may proceed to an indefinite, although not an infinite degree. A system of general instruction which shall reach every description of our citizens, from the richest to the poorest, as it was the earliest, so it shall be the latest of all the public concerns in which I shall permit myself to take an interest. Give it to us, in any shape, and receive for the inestimable boon the thanks of the young, and the blessings of the old who are past all other services but prayers for the prosperity of their country, and blessings to those who promote it.—*Thomas Jefferson.*

THERE must come to our people a fuller realization that an educated public interest or sentiment is the supporting agency of a true democracy where an intelligent public opinion habitually rules. The essentials in our American life and Government wait on school education; and its efficiency and effectiveness rest almost solely on the type of instruction given in our schools.

We must not forget the maxim, "The teacher is the school." For their proper education and training the boys and girls of our land demand the best poised and

most talented manhood and womanhood for the teaching profession. We know the price we must pay for this kind of service, and it is wise economy to pay it.—*Albert C. Ritchie, Governor of Maryland.*

PUBLIC EDUCATION is now, as it always has been, of supreme national and State concern. Our future safety and welfare depend upon the effective maintenance and operation of our public schools. The privilege of free instruction in schools maintained and supported under State authority is the constitutional birthright of every child in the Nation. The schools must therefore be continued with an increasing degree of efficiency, so that all the children may receive instruction which will fit them for the responsibilities of citizenship and adapt them to the vocations which they propose to adopt.—*Alfred E. Smith, Governor of New York.*

THE WELFARE of a democratic nation depends on the intelligence and integrity of its citizens. The level of material prosperity which America may attain and the degree of wisdom which may be displayed in the solution of national problems wait on the education of the people. America can not hope to rise above her schools and colleges; indeed, only through them can she realize the dreams of the past and the hopes of the future. The condition of education in the United States is therefore the vital concern of all American citizens; it demands their earnest thought and careful consideration.—*Bureau of Education, Bulletin, 1920, no. 29.*

WE STOP education too soon and too suddenly. In every civilization you will find men and women who go on learning and growing as personalities till they die. * * * We shall have to recognize that our universities, our colleges, and our schools leave education unfinished. There must be constant and continuous home study. We need to train our people in the use of the public library, and we need to inspire them to develop libraries in their own homes. The habit of reading and the ability to enjoy a good book must be fostered among those who at present have left their education behind.—*Nicholas Murray Butler.*

EDUCATION is more indispensable, and must be more general, under a free government than any other. In a monarchy the few who are likely to govern must have some education, but the common people must be kept in ignorance; in an aristocracy the nobles should be educated, but here it is even more necessary that the common people should be ignorant; but in a free government knowledge must be general and ought to be universal.—*John Adams.*

IN OUR COUNTRY and in our times no man is worthy the honored name of statesman who does not include the highest practicable education of the people in all his plans of administration. He may have eloquence, he may have a knowledge of all history, diplomacy, jurisprudence, and by these he may claim in other countries the elevated rank of statesman; but unless he speaks, plans, labors at all times and in all places for the culture and edification of the whole people he can not be an American statesman.—*Horace Mann.*

IF OUR BOYS AND GIRLS are to become useful and patriotic men and women, they must learn to be good little citizens; that is, they must learn to respect authority, whether it is of their parents, their school teachers, or that of the policeman of their town; they must learn all they can in school, and do what they can to improve their neighborhood, their town, and the great country to which they owe so many blessings.—*Rear Admiral William S. Sims.*

UNIVERSAL education is henceforth one of the guarantees of liberty and social stability. As every principle of our Government is founded on justice and reason, to diffuse education among the people, to develop their understandings and enlighten their minds, is to strengthen their constitutional government and secure its stability.—*F. P. G. Guizot.*

Education makes the man; that alone is the parent of every virtue; it is the most sacred, the most useful, and at the same time the most neglected thing in every country.—*Montesquieu.*

The parent who sends his son into the world uneducated defrauds the community of a lawful citizen and bequeaths to it a nuisance.—*Chancellor Kent.*

By What Standard Shall School Costs Be Measured?

True Economy Implies the Best Results. One-Teacher Schools Are the Most Expensive if Efficiency is Considered. Investigations in Connecticut and Maryland Repeat the Story of Economy in Large Units

By KATHERINE M. COOK

Chief, Rural Education Division, Bureau of Education

WHAT PRICE EDUCATION? Shall school costs be measured by outlay in money alone or by the educational results achieved from the money expended? In the present interest in school costs it is important to retain a sane attitude toward economy in education. Economy is the relation between cost and efficiency. It is measured not alone by the amount of the expenditure, but by the results attained, the returns on the investment.

The school of one or two teachers is proverbially a cheap school—cheap in cost and type of building and equipment, cheap in maintenance cost owing to short terms, cheap in the salaries of teachers. Whether cheap schools are economical is the important question.

Recent reports from two States which have well-organized rural school systems offer food for thought to the farmer citizen who is interested in getting the most for his money in education as in other necessities of life. The States are Connecticut and Maryland. What is true in them is substantially true under similar conditions in other States.

Comparing costs and results of education in consolidated and in one-teacher schools in Connecticut shows that 29 per cent of pupils 14 years of age drop out during the school year in one-room schools, but only 8 per cent drop out in consolidated schools; 41 per cent of those 15 years of age drop out in one-room schools as compared with 12 per cent in consolidated schools; the percentage of elimination in the fifth, sixth, seventh, and eighth grades of one-teacher schools is approximately twice as great as in the same grades in consolidated schools; 23 per cent of the teachers in the one-teacher schools have had two years or more of professional training, compared with 49 per cent having such training in consolidated schools; and teachers in consolidated schools have on the average two years more experience than those in one-teacher schools.

The study does not set forth the comparative expenditure in buildings and equipment in the two types of schools. Doubtless more money is invested in consolidated schools; but the cost per child in average daily attendance in consolidated

schools is actually less, the expenditure being \$65.32 in consolidated schools and \$66.19 in one-room schools per child in average daily attendance. This is true in spite of the fact that consolidated schools are paying higher salaries for better-trained teachers and are expending considerable sums for transportation.

The data collected in Maryland include slightly different items and are classified according to one-teacher, two-teacher, and graded schools. Efficiency measured by percentage of children attending school daily, continuing throughout the school years, completing the elementary grades, and achieving promotion apparently varies directly with the type of school as expressed in terms of the number of teachers. Observe the following table:

Comparison of schools of three types in Maryland

	One-teacher schools	Two-teacher schools	Graded schools
Per cent in daily attendance.	81	84	88
Per cent of enrollment attending during year:			
Less than 100 days.....	23	15	10
Less than 140 days.....	45	33	22
Per cent leaving school during year.....	12	7	5
Per cent of graduates to total enrollment.....	6	7	9
Per cent failing of promotion.	25	20	17

Conditions in these States are of special significance because the schools are systematically organized and professionally supervised. It seems reasonable to conclude that one-teacher schools in these States are more effective (compared with other types of schools in the same State) than can reasonably be expected in States which have made no special provision for improving the efficiency of one-teacher schools through supervision. The evidence indicates that the one-teacher school suffers handicaps which even careful supervision can not entirely overcome.

The report from Maryland contains no information concerning money costs in the different types of schools. In the majority of the States statistics show that less money is spent per capita in rural than in urban communities for education and that the results achieved are somewhat in proportion to the expenditure.

Third International Pedagogical Conference at Heidelberg

Representatives of "Progressive Schools" in 30 Countries Meet for the Interchange of Experience. "Release of Creative Energy in the Child" is the Theme. Free Individual Expression in Music and in Art

By W. CARSON RYAN, Jr.

Professor of Education, Swarthmore College

NEW METHODS of education were the chief concern of the Third International Pedagogical Conference, held at Heidelberg, Germany, August 2 to 6, under the auspices of the New Education Fellowship of England, France, and Germany. Representing very largely the so-called "new schools" of Europe or the corresponding "progressive schools" of America, those in attendance were primarily interested in that kind of a fundamental change in education that would result in a better type of human understanding between individuals and nations alike. Some 30 nations were represented, with a total attendance of nearly 500, including 40 from America.

The special theme of the Heidelberg Conference was "The release of creative energy in the child," and the assumption throughout was that there are in human beings powers, as yet little developed, that will, if given full scope through the right kind of education, literally remake the world. The Czecho-Slovakian children's choir, with its astounding musical achievements under Herr Bakule, was present at the conference to illustrate in the field of music what could be done with human beings once the opportunity was given for full and free artistic expression. There were, similarly, exhibitions of art work from the school children of Vienna under Cizek and similar exhibits from a few other schools to indicate what can be done in the art field by the application of this same principle of opportunity for self-expression in art.

Underlying Philosophy of New Education

The program at Heidelberg provided for a series of more or less general lectures giving the underlying philosophy and point of view of those interested in the new education, together with more informal presentations, by representative teachers and directors in the newer schools, of the work that they were doing. Thus Mrs. Beatrice Ensor, of England, discussed the "General principles of the new education" in an introductory address, and she was followed by a number of others in exposition of the philosophy of the new education, including Dr. Elizabeth Rotten, of Germany; Prof. E. Marcault, of France;

Mlle. A. Hamaide, of Belgium; Dr. Adolphe Ferriere, of Switzerland; Dr. C. G. Jung, of Switzerland, who discussed individual education from the standpoint of the psychology of the unconscious; and Mrs. Marietta Johnson, of Fairhope, Alabama. Dr. Martin Buber spoke on "Education and freedom"; Dr. Eleanor Crosby Kemp, of the New York League for Mental Hygiene, discussed "Mental hygiene through education"; Mr. Heinrich Jacoby described the "Liberation of creative energy in the child as effected by music"; while Dr. C. W. Saleeby, of London, representing the Sunlight League, told of the necessity for fresh air, sunlight, and space for all children.

Set Forth Actual Working of Schools

Of those who described the actual working of their schools, Mrs. C. Philippi told of the Montessori classes in The Hague; Mr. J. H. Bolt outlined the Pallas-Athene movement in Holland; Miss Isabel Fry, England, spoke of the work of the Farm Life School; Dr. Eugenia Schwarzwald, Austria, told about the schools she had founded in Vienna and elsewhere; Miss J. M. Mackinder, London, described how work in a large infants' school had been put upon an individual basis; and Miss Katherine Keelor, of Lincoln School, Teachers College, New York, told of project work she had done with eight-year-old children. The work house and work school at Stuttgart were described by Albrecht L. Merz; the difficulties of the Hamburg experimental schools were carefully outlined by Wilhelm Lamszus, of Germany; Mr. Oswald B. Powell described many years of successful coeducation and other features at Bedales School, England; and Mr. Anders Vedel, of Denmark, explained about the continued progress of the Danish folk high schools or colleges that have frequently formed the subject of favorable reports by the United States Bureau of Education and by investigators from other countries.

In the final session Mrs. Beatrice Ensor, Professor Marcault, Doctor Rotten, and others summed up the results of the meeting. To develop creative powers seemed to Mrs. Ensor the one task of education that had been

recognized by all those who took part in the conference. She emphasized the point that no single method or plan was to be regarded as "the new education," that no one-sided rules and devices were to be sought, but rather a "spiritual communion" between child and teacher. Doctor Rotten urged upon the conference the motto of the Hamburg schools: "Begin with the child himself!" asserting that whether the world in the future would be what it should be would depend entirely upon the extent to which children were allowed to develop into free, untrammelled, wholesome men and women.



Delaware Parent-Teacher Associations are Active

Thirty parent-teacher associations in Delaware report a 100 per cent enrollment; that is, every tax-paying family in these communities is represented in the membership. In 293 school districts of the State 301 associations have been organized. Of the rural districts, 81 per cent have local associations. White associations to the number of 117, and 45 colored associations, have rounded out four years of continuous activity.

The comprehensive work of the parent-teacher organization is shown by the fact that 209 associations last year helped make the school health work a success; playground equipment was provided by 147 and indoor equipment by 125 associations. Assistance in supplying or serving hot school lunches was rendered by 124 associations, musical instruments or records for schools were provided by 107, and trees and plants to beautify school grounds by 80 associations. Through the cooperation of 105 associations, 1,842 books were added to school libraries. In addition, 37 associations furnished transportation expenses for children who attended the county field meets, and 20 gave community picnics at the close of the school year.



A students' aid fund enabled several girls last year to graduate from Western High School, Baltimore, Md. The fund this session makes it possible for 8 girls to continue their studies. Amounts supplied range from \$3 to \$4.50 per week, and the students aided make some return in the way of office help or other work needed. The fund is administered by a faculty committee in connection with the personnel and vocational work of the school.



Ninety-seven per cent of the public school teachers in Revere, Mass., are taking a professional course of some kind.

A Practicable Method of Teaching Illiterate Adults

Five million persons in the United States who are more than 10 years old can neither read nor write. To meet this situation, the General Federation of Women's Clubs, the American Legion, the National Education Association, and the United States Bureau of Education more than a year ago called a conference in Washington of persons interested in the reduction of illiteracy. Every State was represented and an intensive study was given to the solution of this national problem. An outgrowth of the conference was the appointment by the Commissioner of Education, by request, of a representative committee to recommend subject matter and methods of teaching native and foreign-born adult illiterates. The work of this committee is embodied in Bulletin No. 8, 1925, *Elementary Instruction of Adults*, by the chairman, Charles M. Herlihy, Massachusetts State supervisor of alien education. It comprises a simple and practical method of instruction in reading, writing, conversation, spelling, and simple arithmetic especially adapted to adult illiterates.

Portland Apprentices Paid for School Time

To meet the need for skilled workers, an apprenticeship school has been organized in Portland, Oreg., by the State board for vocational education and the association of building and construction. Afternoon classes are conducted in carpentry, bricklaying, plastering, painting, and sheet-metal work. Apprentices are paid by their employers at regular rates for time in school. The money is paid into the treasury of the apprenticeship commission, to be delivered to the boys on becoming journeymen. Night classes have also been started for adult carpenters and sheet-metal workers.

A summer school for farm boys between 14 and 21 years of age who have dropped out of school was held at the Fletcher Memorial School for four weeks during August, according to South Carolina Education. They were taught agriculture, arithmetic, English, and citizenship.

Enrollment in standard four-year high schools in Virginia has increased 351 per cent in 13 years, and the number of graduates 345 per cent. The number of accredited high schools has increased during the same period from 103 to 372.

Visitors Note Many Changes Made in Rural Schools Within a Lifetime

American Education Week Leads Many to Observe Modern Methods in Education. Number of Daily Classes Greatly Reduced. Pupils Read More Than Their Parents Did and Study Fewer Hard Words

By ANNIE REYNOLDS

Rural Education Division, Bureau of Education

PARENTS who visited rural schools during American Education Week in 1924 noticed that many changes had been made since they attended school a quarter of a century ago. Radical transformations have taken place in industry, home life, and farm practices, and the schools have not stood still. Among the new features, visitors observed a reduction in the number of classes from 30 or 40 to 20 or fewer, with a correspondingly greater length of time for class periods.

Pupils are sectioned into four or five groups instead of eight grade groups as formerly. Assignments of work are arranged in the State course of study for "even" and "odd" years alternately for each group. This alternation confuses no one. Teachers explain that the geography of South America, for instance, can be taught advantageously either before or after that of Europe, and that the teaching of common fractions need not invariably precede the teaching of decimals.

The visitors probably noted a greater number of textbooks in use by pupils and teachers. The pupils read at least three times as many pages in preparing a half-hour's assignment in history or geography as the parents were able to read in that time during their school days. This is the result of long-continued exercise in increasing the number of words recognized as a unit and in habituating pupils, through brief exposure exercises, to rapid recognition of sentences. The animated, pertinent discussions under the teacher's leadership which followed this reading present a pleasant contrast to the old-time perfunctory questioning on the teacher's part followed by the pupils' brief, hesitating replies.

During the noon intermission parents overheard, perhaps, groups of pupils planning an excursion to the courthouse during the next week to hear county officers explain the nature of their work; and to the nearest public library to see and hear about an exhibit of recently purchased children's books. Such things were rare, indeed, a quarter of a century ago.

The number of words taught in spelling has been greatly reduced, because investigations have shown that neither children nor adults have occasion to write many of the unusual words formerly taught. The use of the same arithmetic tests all over the country has revealed the progress made by rural pupils as compared with urban children in mastering the essential facts in addition, subtraction, multiplication, and division, as well as the specific difficulties experienced by individual pupils. This information, probably given by the teachers to their visitors, explained the intelligent way in which teachers are remedying defects and also the zest shown by pupils in drilling one another in arithmetic by the use of specially prepared practice materials.

Procedures similar to these are becoming increasingly general in States where the taxpayers really believe in equity of educational opportunity for rural children. In such States citizens have found or are finding ways and means for building and equipping modern schoolhouses, for securing rural teachers with adequate academic and professional preparation, and for providing helpful, competent supervision to beginning teachers enabling them to carry out the methods taught and demonstrated during their normal courses. American Education Week, 1925, should inspire public-spirited citizens in all States to revived interest in a progressive program for improving rural schools.

Improved Conditions for University of El Salvador

Reorganization of the University of El Salvador is under consideration. A committee appointed in June has recently reported a plan to the Minister of Public Instruction. It was published in the *Diario Oficial*, and a copy was sent to every Salvadorean who holds a university degree, with a request for suggestions.

The committee will consider the suggestions received and will draft a charter for the approval of the President.

The plan proposed includes autonomy for the institution in its technical, administrative, and economic aspects, the sole right to grant degrees entitling the holder to practice a liberal profession in El Salvador, an annual subsidy of \$87,500, and free tuition.—C. Van H. Engert, *American chargé d'affaires, a. i.*

Western Pioneers Seek Education for Their Children at Any Cost

Children of Sawmill Workers in Rockies Live in Constant Danger but are Happy. Privations of Teachers on the Plains. Devices by Which Pupils Who Live Far from School are Enabled to Attend. Lack of Medical Attention Responsible for Prevalence of Disease. Parents are Eager for Help

By FRANCES SAGE BRADLEY, M. D.

Acting Director Division of Child Welfare, Montana State Board of Health

OFF in a Rocky Mountain forest, a handful of families follow the sawmill. They live in shacks scarcely distinguishable from the piles of slabs roundabout. It disturbs the men to see young children darting under falling trees, climbing over rolling logs, and worming their way through tangles of tagged underbrush or gnarly branches of fir. And bear, wild cat, and coyotes take frequent toll from the transient sawmill community. The children, therefore, are not allowed to play beyond the shadow of the tiny shack they call home, and here they build houses, bridges, and caves of clumsy, gummy blocks, and are happy.

The women who follow their husbands to the fringe of civilization are vigorous and self-reliant of necessity, and among them are many of able mind as well as strong character. One mother whom I know finds time to bundle up the babies and visit the school which her children will attend some day and where she is already a trustee. In her official capacity she sends home sick children with a copy of the State board of health regulations concerning communicable diseases. She writes plays, arranges pageants, and trains chorals which the children adore. She organizes Girl and Boy Scouts, Little Mothers' leagues, and a town and country club, bringing together mill women and women from the nearest town, 30 miles away. She visits all the farmers in the county to persuade them to make an exhibit of dry-farm products at the county fair. And later, when they proudly show their red or blue ribbons, this wise woman keeps her own counsel.

Maintains Family and Aids Neighbors

Another woman, an ex-demonstration agent, lives in a log cabin up in Koutenai Cove. Her family consists of a husband, who is not very strong, an invalid mother, and two youngsters who can hardly be called down-hearted for all their isolated surroundings. This young mother may often be found carrying a gallon of milk to 10 or 12 pale-faced, hollow-eyed, malnourished children in the cove school or a bag of dried peas and carrots for

their noon lunch. She shares with them her stock of canned chicken and her pheasant, rabbit, deer, or bear meat, for it is long from September to July, and in all that time snow and killing frost are frequent in Koutenai Cove. The season for green stuff is past before it is fairly begun.

Water is in many places a rare commodity in the rural school, and each child must bring his own bottle of drinking water with his lunch. Even this is apt to be of doubtful quality. In the office of the nearest doctor is a pint fruit jar practically full of calcium, sodium, and magnesium, the residue from 15 gallons of evaporated "drinking water."

Some of the schools are so remote that only on special occasions may parents

may be seen a speck which proves to be a school, painted white. A gay flag is flying, and there is a certain amount of playground equipment and a tiny teacherage adjoining. Here the teacher lives alone, dependent upon the nearest ranch for water and fuel and for help in time of need. In such a place, sickened by eating an improperly canned vegetable, a young teacher recently died over the week end alone, and her body was found by the children on Monday morning, with penciled notes containing a tragic and complete story of botulism poisoning.

In some sections the school is beyond the daily reach of certain pupils, and many of them live during school time with friends or strangers, learning things not included in the curriculum of the



Are we down-hearted in Koutenai Cove?

visit them. The building may be of logs chinked with mud or adobe; dark from the overhanging spurs of heavily forested mountains, and overheated from a huge central stove whose glowing bed of coals might broil a rabbit, roast an apple or potato, or even toast bread or heat soup or cocoa for weary sandwich munchers—but nobody ever thinks of using the stove for such a purpose.

Below the forests, and out on the endless plains, limited only by the horizon,

school. Sometimes children from the ranches board in a so-called hotel, or in a dormitory, conducted officially or semi-officially, where each child is a law unto himself. Occasionally the teacher herself conducts the dormitory and finds it necessary to bring all the children into the school every day regardless of their condition and they blossom or whoop out their troubles together. Perhaps molting chickens, drying cows, frost, drought, or a freeze is responsible for the

scant food and poorly balanced rations of the anemic, underweight children who are sometimes seen in such dormitories.

In this sparsely settled State, schools are for the most part small as to building and enrollment, many having only six pupils or fewer. In a school with but one child attending regularly, the proud

are thrown largely upon their own resources. Fortunately or unfortunately, the practical, philosophical pioneer and his descendants sometimes forget that it is neither fair nor necessary for the entire enrollment of a school to have such huge tonsils that one can scarcely understand their throaty tones. They accept placidly

upon help; mothers will swing their children and themselves in a basket from a pulley across a swift mountain stream to attend a children's health conference in order to find out what is the matter with Johnny or Susie.

The splendid determination of these people to secure for their children an education at any cost is significant of their pioneer spirit, and it is proof of the stern stuff of which they are made. It is in striking contrast to the attitude of those communities which consider the making of a crop legitimate excuse for closing school—and confess to thousands of citizens who can neither read nor write. The pioneer people of the West know the fundamentals when they see them.



A family of youngsters live in a canvas-covered sheep wagon

Trained Organizer for Preschool Study Circles

Employment of a trained worker to organize preschool study circles in Georgia gives evidence of the success of this work which has been for several years under the guidance and support of parent-teacher associations.

The preschool study circle seems to be the logical agency in which parents may learn how to prepare their children for school life. These circles in Georgia have been so beneficial to the parents that the Laura Spellman Memorial of the Rockefeller Foundation has made the

teacher boasts that her six-year-old pupil is already in the third grade, thanks to her cramming. In another school are 10 children, all from one family. Another family sends four children to a grade school 18 miles to the east, and three to a high school 10 miles to the west of their home. In one school of 12 children only 1 lives within walking distance.

One family of youngsters live during the school term in a canvas-covered sheep wagon on food brought from the ranch each Monday morning. If all goes well, the older sister, who manages the establishment, makes both ends meet, but if by chance a dog finds the door of the wagon open, or if some of the school children come a-visiting, it is lean picking for the rest of the week.

Family Divided that Children May Learn

Another family disrupts itself, mother and children living in a little tarred shack near the school, while the father and his herders make out as best they may on the ranch. Every Friday he takes the family home for the week end, but the women must spend most of Saturday and Sunday in cleaning up after the men and in washing and cooking for the following week. The shack which is their week day home is dark, crowded, and unwholesome, and it is a continual fight with the pack rats, which carry off every exposed bit of food, not to mention scissors, thimbles, spoons, and other shining objects which they pound with their beaver-like tails into a pail, pan, coffee pot, or any other glistening container.

Hospitals are rare, and medical and nursing service are inadequate. Parents

the fact that all the pupils of another school suffer with goiter. The prevalence of trachoma in many schools, especially those located in the vicinity of Indian reservations, seems to cause no alarm; and the many crippled children, left from repeated epidemics of infantile paralysis or from visitations of tuberculosis, are apparently taken as a matter of course.

Notwithstanding this seeming indifference, parents are in the main eager for



Every child in this school suffers from enormously enlarged tonsils

all available help. Men and women, in the busiest season of the year or when the snow is waist high and the thermometer 30 and 40 below zero, will fill the truck or a heavy box sled with children and drive 50 to 100 miles to have them examined by a physician. They will hold up representatives of the State board of health by the wayside and insist

employment of a trained educator possible through a gift. This appointment is the embodiment of the hopes of the parent-teacher associations and of the leader of the movement, Mrs. Clifford Walker, in the work of preparing for the public schools normal, healthy children capable of absorbing and of assimilating the training given.—Ellen C. Lombard.

New Books In Education

By JOHN D. WOLCOTT
Librarian Bureau of Education

ANDERSON, C. J. Visiting the teacher at work. Case studies of directed teaching; by C. J. Anderson, A. S. Barr, and Maybell G. Bush. New York, London, D. Appleton and company [1925] xvii, 382 p. forms. 12°. (Appleton series in supervision and teaching, ed. by A. S. Barr and W. H. Burton.)

Guidance is offered in this book to the supervisor in the task of visiting the teacher at work. A body of general guiding principles is given, supplemented with concrete case material and summary outline. Illustrations and analyses of preteaching and follow-up conferences, in addition to the common type of supervisory conference, are included. A summary is finally presented of actual cases of defective teaching which have been successfully solved by supervisors, together with problem cases for the student to analyze.

BARNES, HARRY ELMER. The new history and the social studies. New York, The Century co., 1925. xvii, 605 p. plates (ports.) 8°.

In this work the author sketches the general nature of the newer or dynamic and synthetic history, and then successively indicates the contributions of the various social sciences to the methods and subject matter of history; also shows the ways in which the genetic approach to their data is of value to all the social sciences. He thus explores the relations to history of geography, psychology, anthropology, sociology, economics, political science, and ethics. The final chapter gives the author's conception of the bearing of the new history and the social studies upon the problems of social reform and reconstruction. In this connection he says that the further development and more general acceptance of the teachings of the social sciences is needed as the most important educational development of the twentieth century. The author thinks that our educational practice and philosophy should be reorganized in such a manner as to encourage and specially instruct the able minority, so that they may be placed in control of the future destinies of mankind, while preserving their responsibility to the majority. The book is designed to give helpful guidance to teachers of the social studies regarding their field of work, especially in a bibliographic way.

The child, the clinic, and the court. Published in cooperation with the Wieboldt Foundation. New York, New Republic, inc., 1925. 344 p. 12°.

The papers comprised in this volume were given by prominent social workers at a joint commemoration of the twenty-fifth anniversary of the first juvenile court and of the fifteenth anniversary of the first psychopathic institute, which was held in Chicago in January, 1925. These papers are divided into three groups, dealing, respectively, with the personality of the child, the clinic and a symposium on fundamental behavior, and the juvenile court. An introduction to the volume is contributed by Jane Addams.

CROMIE, WILLIAM J. Gymnastics in education. Philadelphia and New York, Lea & Febiger, 1925. 220 p. illus. 8°. (The Physical education series, ed. by R. Tait McKenzie.)

Indoor gymnastics are necessary under the artificial conditions of modern school and city life, and the

teaching of them is highly specialized educational work. This volume is intended for instructors in schools and colleges, who, not working under any given system, are summoned to conduct gymnasium work. It contains a progression of exercises on the well-established gymnastic appliances, with class formations, tactics, and free movements for the use of teachers of physical education.

DOWNING, ELLIOT ROWLAND. Teaching science in the schools. Chicago, Ill., The University of Chicago press [1925] xiii, 185 p. illus., tables, diags. 12°.

The scientific method, as based on the results of testing and experiments, is applied in this book to the problems of science teaching in elementary and secondary schools. The history, present conditions, and social and economic backgrounds of science-teaching are outlined in the introductory chapters. The aims of science-teaching are then discussed, followed by principles for the selection of subject matter and for its organization and methods of instruction to be used. The author finds from statistics that the percentage of students enrolled in science in public secondary schools in the United States is now greater than in any other subject and that the increase in such enrollment in the past three decades has also been greater than in any other subject. A sketch of science-teaching in some European schools is also given for purposes of comparison.

EDWARDS, A. S. The psychology of elementary education. Boston, New York [etc.] Houghton Mifflin company [1925] xvi, 333 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

There are four large periods in the life and development of the school child—the primary, the intermediate, the junior high school, and the senior high school—each of which has its own appropriate psychology. The present volume offers a practical psychology for the education of pupils during the intermediate period. The introductory part deals with the nature and objectives of education and with the hereditary, hygienic, and social facts that condition learning and teaching. The main body of the book presents the psychology of learning and teaching, both in its more general aspects and in relation to moral education and the particular subjects of reading and the language arts, experiments, and construction. Individual differences and their treatment next receive attention, and the concluding section warns against harmful pedagogical traditions and superstitions and emphasizes the significance of study.

FOSTER, CHARLES R. Extra-curricular activities in the high school. Richmond, Va., Johnson publishing company [1925] xiii, 222 p. front., plates, diagr. 12°.

In view of the great interest now deservedly prevailing in extra-curricular activities in the high school, the author, who is associate superintendent of schools of Pittsburgh, Pa., has collected the previously scattered material on the subject into this convenient manual for the use of teachers, principals, and students of education. The writer believes that young people are entitled to a fourfold development—intellectual, physical, spiritual, and social—and has no doubt that the extra-curricular activities contribute more to the spiritual and social development

of the high-school student than any other phase of the high-school program. In the main, the book deals with the general administration and supervision of extra-curricular activities, typical clubs, student participation in high school control, the school assembly, social functions, high-school publications, guidance of students, and school athletics. Underlying principles rather than detailed practices are given.

LONG, HARRIET CATHERINE. County library service. Chicago, American library association, 1925. 206 p. plates. 8°.

The county library system is believed to be the solution of the library problem for rural communities by the American Library Association and by the National Grange, Patrons of Husbandry. Adopting this viewpoint, the author traces the origin and development of county libraries in the United States, and outlines methods of organization and administration for these libraries. The book is intended both for State agencies which are pushing the adoption of county libraries, and to aid county librarians in meeting their administrative problems, with the ultimate hope of contributing something to a better rural life.

PEEL, ARTHUR J. Simplified school accounting. Milwaukee, Wis., The Bruce publishing company [1925] 118 p. diags., forms. 12°.

This small volume explains in nontechnical language the features and mode of operation of a simple system of accounting for school boards and committees, which, being established on definite principles and standardized methods, is designed to introduce uniformity in the keeping of school accounts and is sufficiently elastic to be adapted to varying conditions.

PEPPARD, HELEN M. The correction of speech defects. New York, The Macmillan company, 1925. ix, 180 p. diags. 12°.

This is a compact handbook, giving definite methods and devices for the correction of the various common defects found in the speech of school children. The psychological and physiological principles involved are also given. The book has been prepared for the aid of teachers in removing speech defects, but it is hoped that parents also may find it useful.

PROSSER, CHARLES A., and ALLEN, CHARLES R. Vocational education in a democracy. New York and London, The Century co., 1925. ix, 580 p. tables, diags. 8°. (The Century vocational series, ed. by C. A. Prosser)

The nature, principles, and functions of vocational training and its relationship to general education are comprehensively discussed by the authors, who have enjoyed unusual opportunities for observation in this field of activity. The book broadly defines vocational education as "that part of the experiences of any individual whereby he learns successfully to carry on any gainful occupation," and undertakes to bring out the significance of this form of education for the stability, progress, and conservation of the American democracy. The claim is here made that conditions for training in thinking are best in vocational education, because vocational instruction supplies concrete experiences which may be clearly and definitely visualized as material for effective thinking. The discovery, placing, and training of special ability receive attention in the volume, as do also the various types of vocational schools, the training of vocational teachers, and Federal aid to vocational education.

Cornerstone of Democracy

I BELIEVE that family life including the tender and affectionate treatment by the man of his wife and children is the cornerstone of democracy. Hence the so-called civilizations of Egypt, Judea, Greece, and Rome had no permanence and supply no useful lessons for the American or any other democracy.

I believe that the need of democratic society is not more schools of the existing sort but different methods of teaching and much more attention to the individual pupil and to the training of teachers capable of awakening the interest of every pupil in his work and of making him active during every lesson. In a democracy the public schools should enable any child to get the best training possible up to any year not for the humblest destinations only but for all destinations. This country wants the best schools for the masses, not for the classes. The American people already accept as one just aim for a democracy Napoleon's phrase "Every career open to talent."

The urban populations in the United States have already learnt that city children need to learn in their schools accurate handwork to teach them patience, forethought, and good judgment in productive labor, qualities which the children of rural communities learn from cooperating in the habitual work of father and mother. Democratic educational policy should press toward a mark remote. It should aim at providing a kind of teacher much above the elementary or secondary school teacher of the present day, and the expenditure on its schools of much larger sums than is at all customary as yet. It is one of the main advantages of fluent and mobile democratic society that it is more likely than any other society to secure the fruition of individual capacities.

The democratic school should be a vehicle of daily enjoyment for its pupils and the teacher should be to the child a minister of joy. It should be a recognized function of the democratic school to teach the children and their parents how to use all accessible means of innocent enjoyment. Finally, the children in a true democracy should learn in their schools fidelity to all forms of duty which demand courage, self-denial, and loyal devotion to the democratic ideals of freedom, serviceableness, toleration, public justice, and public joyfulness. They should learn to admire and respect persons of this sort and to support them on occasion in preference to the ignoble.

—Charles W. Eliot.

[AMERICAN EDUCATION WEEK—1925]

By the President of the United States of America

A Proclamation

EDUCATION is becoming well-nigh universal in America. The rapidity of its expansion within the past half century has no precedent. Our system of public instruction, administered by State and local officers, is peculiarly suited to our habits of life and to our plan of government, and it has brought forth abundant fruit.

In some favored localities only one, two, or three persons in a thousand between the ages of 16 and 20 are classed as illiterate. High schools and academies easily accessible are offering to the youth of America a greater measure of education than that which the founders of the Nation received from Harvard, William and Mary, Yale, and Princeton; and so widely diffused has advanced study become that the bachelor's degree is no longer a symbol of unusual learning.

All this is reason for gratification; but in the contemplation of worthy achievement we must still be mindful that full provision has not yet been made throughout the country for education of either elementary, secondary, or higher grade. Large numbers have not been reached by the blessings of education. The efficiency of the schools in rural communities is, in general, relatively low; too often their equipment is meagre, their teachers poorly prepared, and their terms short. High schools, notwithstanding their extraordinary growth, have not kept pace with the demand for instruction; even in great cities many students are restricted to half-time attendance, and in outlying districts such schools are frequently insufficient in number or inadequate in quality. In higher education the possibilities of existing institutions have been reached and it is essential that their facilities be extended or that junior colleges in considerable numbers be established.

These deficiencies leave no room for complacency. The utmost endeavor must be exerted to provide for every child in the land the full measure of education which his need and his capacity demand; and none must be permitted to live in ignorance. Marked benefit has come in recent years from nation-wide campaigns for strengthening public sentiment for universal education, for upholding the hands of constituted school authorities, and for promoting meritorious legislation in behalf of the schools. Such revivals are wholesome and should continue.

NOW, THEREFORE, I, Calvin Coolidge, President of the United States, do proclaim the week beginning November sixteenth as American Education Week, and I urge that it be observed throughout the United States. I recommend that the Governors of the several States issue proclamations setting forth the necessity of education to a free people and requesting that American Education Week be appropriately celebrated in their respective States. I urge further that local officers, civic, social, and religious organizations, and citizens of every occupation contribute with all their strength to the advance of education, and that they make of American Education Week a special season of mutual encouragement in promoting that enlightenment upon which the welfare of the Nation depends.

In Witness Whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

[SEAL] DONE in the City of Washington on this 18th day of September in the year of our Lord One Thousand Nine Hundred and Twenty-five and of the Independence of the United States the One Hundred and Fiftieth.

By the President:

FRANK B. KELLOGG

Secretary of State

